

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

703 KAR 5:060, Interim Accountability Model (Final)
703 KAR 5:020, The formula for determining school accountability (Final)
703 KAR 5:001, Assessment and accountability definitions (Final)

Applicable Statute or Regulation:

KRS 158.6453, 703 KAR 5:060, 703 KAR 5:020, 703 KAR 5:001

Action Question:

Should the Kentucky Board of Education (KBE) give final approval to 703 KAR 5:060, 703 KAR 5:020 and 703 KAR 5:001?

History/Background:

Existing Policy. The Kentucky Board of Education has continued to discuss with educators, advisory groups, legislative committees and other stakeholders further refinements to Kentucky's assessment and accountability program. These conversations and interactions led KBE to direct staff to revise the attached three regulations. A first reading of revised regulatory language occurred in December 2007.

The three regulations are best viewed as a package since content of the three must be aligned. For example, the decision to use the concordance process for two years and then generate new growth charts impacts the formula for determining school accountability and assessment and accountability definitions. The proposed revisions to the three regulations implement changes that may be categorized into five major areas as follows.

1. Norm-referenced Tests in Elementary and Middle School Accountability
A uniform elementary norm-referenced test (NRT) in reading/language arts and mathematics at grade 3 is added.

Beginning in 2008-2009, the elementary NRT results will generate five percent of the elementary school accountability index and EXPLORE assessment results at grade 8 will generate five percent of the middle school accountability index.

The percentage that each content area holds in the accountability formula is adjusted to add a National Norm-referenced Test Index at elementary and an ACT Middle School Index at middle school.

2. Concordance Process as an Interim Accountability Model

A concordance process was used during reporting in 2007 to link the 2007 accountability index to the previous assessment and accountability system. The concordance process is established as a two-year interim accountability model to bridge from new to old CATS. At the conclusion of the 2006-2007 and 2007-2008 biennium, new growth charts will be generated reflecting new goal and assistance lines.

3. Change to Timeline for Data Collection

The cancellation of statewide WorkKeys administration for 2007-2008, due to a funding shortfall, impacts the timeline for when data is available to include in the Transition to Adult Life calculations. The change of timeline requires a new reporting date of 2009-2010.

4. Relabeling Novice Nonperformance

Standard setting and data reporting in 2007 for new CATS raised questions around the “novice nonperformance” performance level and whether the name of this performance level is indicative of the student work seen; the term low novice is proposed to replace novice nonperformance.

5. Consistent Format and Updated Terms

Proposed revisions include the use of a consistent naming convention for grade three to include end of primary and a change from ACT Index to ACT High School Index. Additional modifications are proposed to update terms to reflect the requirements of the current system.

All changes made in the proposed regulations since the Board’s December review are identified with **bold** font in the final proposed version of the attached regulations. New language reflects the recommendations of the School Curriculum, Assessment and Accountability Council (SCAAC) that were discussed with the Board during the December 2007 meeting and two corrections.

The recommendations of SCAAC reflected in the proposed final language for each regulation and three corrections/format changes are outlined below.

703 KAR 5:060 Interim accountability model

Recommendation: Clarify that nonadjusted data from 2006-2007 and 2007-2008 will be used to generate new baselines.

Addition to Regulation 703 KAR 5:060:

- On page 2, line 19, insert a new subsection (4):

“At the conclusion of the interim model, new baselines shall be generated from school and district nonadjusted average performance during the 2006-2007 and 2007-2008 biennium.”

Correction to Regulation 703 KAR 5:060:

- On page 3, line 9, replace “graduate” with “graduation”.

703 KAR 5:020 The formula for determining school accountability

Recommendation: Clarify that the elementary NRT is a uniform assessment.

Addition to Regulation 703 KAR 5:020:

- On page 1, line 19, insert the word “uniform” before “commercially-available norm-referenced tests”.

Recommendation: Establish an elementary NRT Index calculation that further discriminates student performance and includes more score range divisions and weights. The calculation recommended by SCAAC begins with three of the four percentile ranges included in the December KBE Agenda Book (shown in *italic* in the table below) and further divides the originally proposed 25-49 score range to provide additional recognition of student performance.

Addition to Regulation 703 KAR 5:020:

- On page 9, line 8, include the following:

<u>NRT National Percentile Ranges</u>	<i><u>1-24</u></i>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-44</u>	<u>45-49</u>	<i><u>50-74</u></i>	<i><u>75-99</u></i>
<u>Weight</u>	<i><u>0</u></i>	<u>13</u>	<u>26</u>	<u>40</u>	<u>60</u>	<u>80</u>	<i><u>100</u></i>	<i><u>140</u></i>

Recommendation: Emphasize that baselines are established at the conclusion of the interim accountability model.

Addition to Regulation 703 KAR 5:020:

- On page 14, line 7, at the beginning of Section 7(1), insert “At the conclusion of the interim accountability model,”

Correction to Regulation 703 KAR 5:020:

- On page 15, line 15, return to original regulatory language of “five (5)” instead of “three (3)”

703 KAR 5:001 Assessment and accountability definitions

Recommendation: Emphasize that the statistical concordance model is for the 2006-2007 and 2007-2008 biennium.

Addition to Regulation 703 KAR 5:001:

- On page 11, line 23, at the end of the definition for “statistical concordance model”, insert “for the 2006-2007 and 2007-2008 biennium.”

Format change in Regulation 703 KAR 5:001:

- On page 6, line 13, replace “07” with “2007” and “08” with “2008”

Staff Recommendation and Rationale:

Staff recommends the Board give final approval to 703 KAR 5:060, 703 KAR 5:020 and 703 KAR 5:001. Amendment of these regulations updates regulatory language to reflect the current configuration of CATS.

Groups Consulted and Brief Summary of Responses:

The recommendations from SCAAC reflected in the proposed final regulations have been shared with the Local Superintendents Advisory Council (LSAC) and the District Assessment Coordinator (DAC) advisory group. Both groups agreed with the proposed regulatory language and the changes recommended by SCAAC. The groups had no further suggestions.

The final review by LSAC will occur prior to the February meeting and input will be forwarded to the Board via a letter from that body.

Impact on Getting to Proficiency:

Holding schools accountable for progress is a key element in meeting proficiency by 2014. As we move closer to 2014 it becomes increasingly important for schools to thoroughly understand the requirements of the system and have adequate time to implement changes so they may focus their efforts on ensuring every child is proficient and prepared for success.

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Date:

February 2008